

# GRANT UNIVERSITY

## CATALOGUE

OF THE

## College of Liberal Arts

AND

## Preparatory Department

ATHENS, TENNESSEE

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1905

JULY, 1905

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# CALENDAR

1905							1906													
SEPTEMBER							JANUARY							MAY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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24	25	26	27	28	29	30	28	29	30	31	.	.	.	27	28	29	30	31	.	.
OCTOBER							FEBRUARY							JUNE						
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NOVEMBER							MARCH							JULY						
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DECEMBER							APRIL							AUGUST						
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VIEW OF THE CAMPUS

**COLLEGE OF LIBERAL ARTS  
and  
PREPARATORY DEPARTMENT  
Athens, Tennessee.**

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**Calendar, 1905-1906.**

**FIRST TERM**

Begins Wednesday, September 13, 1905.  
Closes Friday, December 1, 1905.

**SECOND TERM**

Begins Monday, December 4, 1905.  
Closes Friday, February 23, 1906.

**THIRD TERM**

Begins Monday, February 26, 1906.  
Closes Wednesday, May 16, 1906.

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Thanksgiving Day Recess, November 30, 1905.

Holiday Recess, December 23, 1905, to January 2, 1906, inclusive.

Washington's Birthday, Thursday, February 22, 1906.

Latest day for presenting Commencement Orations, Friday,  
April 13, 1906.

Grant's Birthday, Friday, April 27, 1906.

Meeting of the Board of Trustees, Tuesday, May 15, 1906.

## **PUBLIC OCCASIONS.**

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- Opening Day Exercises, Wednesday, September 13, 1905.
- Matriculation Address, Rev. A. Edwin Smith, D. D., Pres. Ohio Northern University, Thursday, October 19, 1905.
- Athenian Society Annual, Friday, December 1, 1905.
- Day of Prayer for Colleges, Thursday, January 25, 1906.
- Sapphonian Society Annual, Thursday, February 1, 1906.
- Oratorical Contest for Patten Prize, Thursday, February 22, 1906.
- Knightonian Society Annual, Thursday, March 1, 1906.
- Orations of the Freshman Class, Thursday, March 8, 1906.
- Orations of the Sophomore Class, Thursday, March 15, 1906.
- Philomathean Society Annual, Thursday, April 5, 1906.
- Orations of the Junior Class, Thursday, April 12, 1906.
- Contest for Annis Prize in Debate, Friday, April 27, 1906.
- Baccalaureate Sermon, Sunday, May 13, 10:30 a. m., 1906.
- Annual Sermon, Sunday, May 13, 7:30 p. m., 1906.
- Address before the Literary Societies, Monday, May 14, 7:30 p. m., 1906.
- Anniversary of the Alumni, Tuesday, May 15, 7:30 p. m., 1906.
- Commencement Day, Wednesday, May 16, 1906.

## TRUSTEES.

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### Terms Expire in May.

REV. J. A. RUBLE, D. D. ....	Johnson City .....	1906
J. E. ANNIS, Esq. ....	Chattanooga .....	1906
BISHOP L. B. WILSON, D. D. ....	Chattanooga .....	1906
J. W. FISHER, Esq. ....	Newport .....	1906
J. W. F. FOSTER, Esq. ....	Athens .....	1906
REV. G. T. FRANCISCO .....	Knoxville .....	1906
REV. J. D. WALSH, D. D. ....	Louisville, Ky. ....	1906
BISHOP HENRY SPELLEMEYER, D. D. ....	Cincinnati, O. ....	1907
WILLIAM BANFIELD, Esq. ....	Beaver, Pa. ....	1907
J. A. PATTEN, Esq. ....	Chattanooga .....	1907
REV. R. S. RUST, D. D. ....	Cincinnati, O. ....	1907
J. W. BAYLESS, Esq. ....	Athens .....	1907
REV. W. P. THIRKIELD, D. D. ....	Cincinnati, O. ....	1907
REV. J. H. RACE, D. D. ....	Chattanooga .....	1907
J. W. ADAMS, Esq. ....	Chattanooga .....	1908
H. S. CHAMBERLAIN, Esq. ....	Chattanooga .....	1908
REV. JOHN PEARSON, D. D. ....	Cincinnati, O. ....	1908
J. A. FOWLER, Esq. ....	Knoxville .....	1908
REV. R. H. RUST, D. D. ....	Cincinnati, O. ....	1908
H. C. BECK, Esq. ....	Chattanooga .....	1908
BISHOP J. M. WALDEN, D. D. ....	Cincinnati, O. ....	1908

### Officers of the Board.

H. S. CHAMBERLAIN .....	President
J. E. ANNIS .....	First Vice-President
J. W. FISHER .....	Second Vice-President
H. C. BECK .....	Secretary
J. A. PATTEN .....	Treasurer

### Executive Committee.

J. H. RACE	L. B. WILSON	W. P. THIRKIELD
J. E. ANNIS	J. A. PATTEN	G. T. FRANCISCO
H. S. CHAMBERLAIN	J. W. FISHER	J. W. F. FOSTER
WILLIAM BANFIELD		J. W. BAYLESS

## FACULTY.

1904-1905.

REV. JOHN H. RACE, A. M., D. D., President.

W. A. WRIGHT, A. M., Ph. D., Dean,  
*Latin.*

D. A. BOLTON, A. M.,  
*Mathematics.*

E. C. FERGUSON, Ph. D.,  
*Greek and History.*

MRS. A. C. KNIGHT, A. M.,  
*Modern Language.*

CHARLES H. WINDER, B. S.,  
*Science.*

FRANCES GASTON, A. M.,  
*Assistant in Mathematics.*

LETITIA WHITNEY,  
*English and Elocution.*

FRANCES CULLEN MOFFITT,  
*Piano and Voice.*

MARGARET HAYNES WRIGHT,  
*Piano and Violin.*

CHARLES F. HEASTY,  
*Business Department.*

CHRISTIAN E. ROGERS,  
JAMES H. JARVIS,

JESSIE MARIE FERGUSON,  
*Assistants in English and Mathematics.*

## New Teachers Engaged for the Ensuing Year.

W. NEWTON HOLMES, A. M.,  
(Syracuse University)  
*Science.*

W. W. PHELAN, A. M., Ph. D.,  
(Columbia University)  
*Political and Social Science.*

MRS. RICHARD JACKSON McKELDIN,  
(Studied in Munich)  
*Art.*

MISS EDNA AMES ARNOLD,  
(Pupil of Leschetizky)  
*Piano and Harmony.*

MRS. KATE W. JAMESON, A. B.,  
(Ohio Wesleyan University)  
*Advanced English and German.*

**THE COLLEGE OF LIBERAL ARTS**  
**and**  
**PREPARATORY DEPARTMENTS**  
**Athens, Tennessee.**

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**Historical and General Statement.**

“With God’s blessings on right principles and earnest labor, the Trustees expect it to attain and maintain a high rank among the literary institutions of the country.”—*Quotation from First Year Book, 1867.*

“In reviewing the work of the year, I must recognize a Divine Hand that has guided us through difficulties which at times seemed insurmountable. For twenty years I have been trying to stand faithfully by my post of duty here; but never have I felt a clearer consciousness, at the close of any former term, of the spiritual and intellectual uplift of our students, than I do as the result of this year’s work.”—*Quotation from the Dean’s Report, 1905.*

Grant University is the successor of the East Tennessee Wesleyan University which was established in 1867. It is under the auspices of the Methodist Episcopal Church. In point of fact, however, while it is denominational it is non-sectarian. Its management is committed to a Board of Trustees consisting of twenty-one members. It comprises the following departments:

I. **The College of Liberal Arts** offers three courses of study, leading respectively to degrees in Arts, Philosophy and Science, and is open to both sexes. Course four years.

II. **The Preparatory Department** is designed to fit young men and young women for college, either for the Classical, Philosophical or Scientific course. Students are admitted to advanced standing upon examination.

III. **The Business Department** is a complete and thoroughly equipped commercial school.

IV. **Departments of Music, Art and Elocution** are also maintained, and are under the care of accomplished directors. Full courses are offered and diplomas granted.

### Location

#### ATHENS, TENNESSEE.

Social environment must always be reckoned as a part of the working outfit of any school. This point is often overlooked or, at any rate, disregarded. It would be difficult to find a town or city free from all demoralizing influences; but where the atmosphere is purest, there I would prefer to have my child spend his earlier years. Permit us, therefore, very briefly to speak of Athens as an educational center.

In many respects this is an ideal college town. The location itself is favorable. A panorama of mountains skirts the horizon, presenting a picture of natural beauty. The climate is mild and invigorating; and this, with the added luxury of pure air and water, makes Athens a delightful home for our students.

But again; it is free from the distraction incident to city life. Whatever may be said to the contrary, the fact nevertheless remains that such quietude is favorable to mental development and growth. The time will come later on when it will be necessary to "jostle up against the world," but not until the foundation in academic training is securely laid, literary tastes developed, and such moral stamina acquired as will clothe this mortal craft, so to speak, in an armor of steel before it floats out of the harbor into life's open sea.

Finally; this town has no saloons. This statement ought certainly to give a sense of security to any parent contemplating sending a son to our school. On the other

hand, the moral and religious influences are very pronounced. "A good name is rather to be chosen than great riches," is constantly held up as a living precept.

### **Grounds and Buildings.**

The campus at Athens embraces about twenty acres, and upon it are situated the Old College Building, Chapel, Bennett Hall, Elizabeth Ritter Rome, C. H. Banfield Memorial Hall, Hatfield Hall, and the Blakeslee Hall. There are also several cottages for self-board.

The C. H. Banfield Memorial Hall, erected by Mr. William Banfield, is a magnificent structure of brick and stone, and most admirably adapted to its purposes. It contains the college offices, recitation rooms, laboratories, library, and ladies' society halls. It is heated with steam and lighted with electricity.

Blakeslee Hall is the gift of Mr. and Mrs. C. S. Blakeslee. It is thoroughly equipped and, under the direction of an experienced superintendent, is conducted as a boarding hall for young men. The cost of board here is \$3.25 per week.

Bennett Hall is one of the dormitories for young ladies. We seek here to develop those tastes and habits which, supplementing intellectual culture, conspire to make the true woman. Ladies boarding here furnish their own bed linen, and the charges are \$3.00 per week, when two occupy one room.

Ritter Home will accommodate about seventy-five girls, and during the past year every room was taken. To speak of this elegant building in relation to its material equipment does not express it all. It has some unique features. In addition to all the comforts of a luxurious home, young ladies here acquire a practical knowledge of some of those useful arts included in the term "good housekeeping." Ritter Industrial Home for young women is

under the management of the Woman's Home Missionary Society, and provides board, including fuel and light, at \$10.00 per month. When young ladies are willing to assist in the work of the Home, averaging one hour each day, the rate is \$7.00 per month.

Hatfield Hall is for young men. It is provided with stoves and heavy furniture. A boarding club is conducted here on the co-operative plan at a cost of about \$1.75 per week for each individual. Staple articles of provisions may be turned in at market value, a cook employed and the cost of living reduced to a nominal sum.

Those desiring to board themselves may find suitable accommodations in the cottages near by. These are supplied with heating stoves and heavy furniture, and are rented at 50 cents per month for each occupant.

Ladies are expected to board at Elizabeth Ritter Home or Bennett Hall. Young men can secure private board, including furnished room and fuel, at a cost ranging from \$2.00 to \$3.00 per week.

### **The Aim of the College.**

It is the aim of the college to give that liberal education which is the true preparation for the study of a learned profession, or a life devoted to letters or public affairs. Accordingly the University provides instruction in those branches of literature, science and philosophy termed the Liberal Arts.

### **Admission.**

Candidates for admission to the Freshman Class must present certificates from reputable schools, or take a preliminary examination on entrance. In every instance testimonials of good moral character must be furnished. For the scholastic requirements, see courses of study as printed in the collegiate preparatory department.

**Courses of Study.**

There are three courses of study provided in the collegiate department—the Classical, the Philosophical and the Scientific. The Classical course leads to the degree of Bachelor of Arts. It covers four years, and is designed to afford opportunity for acquiring a good general knowledge of a wide range of subjects, embracing ancient and modern languages, mathematics, history, natural science, literature and philosophy. The Philosophical and Scientific courses are also arranged for four years, and lead to the degrees of Bachelor of Philosophy and Bachelor of Science, respectively. The aim, in all these courses, is general rather than special culture, and a symmetrical and carefully graduated development, rather than the exhaustive investigation of a few subjects to the neglect of others equally important.

**Recitations and Examinations.**

Each student must have not less than fifteen nor more than twenty recitations per week, except by special permission of the Faculty. A record is kept by each professor, showing the grade of each student's daily work, and this, together with the result of a thorough written examination at the end of the term, must show an average of at least 70 in the scale of 100 before the student can be passed in any study; but any student making an average of 90 or more may be excused from the written examination at the close of the term by the teacher in charge. A student desiring examination in any subject except at the hour of class examination is required to make application to the Faculty. If request is granted, a fee of one dollar per recitation hour will be charged.

It is very important that students enter classes at the beginning of the term, and keep in mind that constant, prompt attendance is necessary for the attainment of high grades. Students must not leave classes, or take up new

studies, except upon written approval of the proper officers.

Candidates for degrees will not be permitted to pursue studies in advance of their class, nor will any one be allowed to take studies for which he is not duly prepared.

Students in the University will not be permitted to take lessons from any one outside the Faculty, except by express permission.

Students over nineteen years of age not candidates for degrees may pursue studies in any department for which they are prepared. Certificates showing the amount and grade of work done by them will be given upon application to the Dean of the Department. Candidates for degrees will, in certain cases, be permitted to substitute work or select studies from other departments.

All substitutions and selections must be of such character as shall not lower the grade of scholarship and culture. The approval of the Faculty, however, must be had in every such instance.

### **Essays and Orations.**

In addition to the regular class work, each student in the Fourth Preparatory year will be required to submit two original essays upon subjects chosen by the Faculty; one at the close of the fall, and one at the close of the winter term. Also one oration of 1,000 to 1,200 words will be required at the close of the spring term.

### **Prizes.**

The Patten Prize in Oratory is the gift of Mr. John A. Patten of the Board of Trustees. A cash prize of fifteen dollars is awarded to that representative of one of the literary societies who may excel in an oratorical contest that is held each year on Washington's Birthday in the College Chapel, and the sum of ten dollars is awarded to the con-

testant securing second honor. The public orators are chosen by a committee from the Faculty or Alumni appointed by each society as adjudicators at a preliminary contest held in each society hall at least a week before the public contest. Any member of the society is eligible to this preliminary trial, but the successful contestants for this prize may not contend for the prize in debate within the same year.

The winners of the Patten Prize during the last collegiate year were:

First Honor—Ellis E. Crabtree, Virginia.

Second Honor—Wilford C. McCarty, Pennsylvania.

The Annis Prize in Debate is the gift of Mr. J. E. Annis of the Board of Trustees. Two prizes are offered, the first honor being the sum of fifteen dollars, and the second honor the sum of ten dollars. The public debate is held in the Chapel on Grant's Birthday. The participants are representatives of the literary societies, and are chosen after preliminary contests that are open to any member of the society. The winners of the Annis Prize during the last school year were:

First Honor—Jessie M. Ferguson, Ohio.

Second Honor—J. Howard Jarvis, Tennessee.

Two prizes of five dollars each are offered to the students of the third and fourth preparatory years, respectively, making the highest grades during an entire scholastic year. A similar prize of five dollars is offered to the student of the Freshman class making the highest grade in that class.

#### **Winners of Cash Prizes for Scholarship—1904-1905.**

In Third Preparatory, Prize \$5.00—Joyee Amis, Tennessee.

In Fourth Preparatory, Prize \$5.00—Annis Matney,  
North Carolina.

In Freshman, Prize \$5.00—Ethel Southard, Tennessee.

### **The Foster Library.**

Mr. John W. F. Foster, of the Board of Trustees, has given \$1,000 toward the equipment of a library and reading room. For this purpose ample space is utilized in the C. H. Banfield Hall. As opportunity offers additions will be made to the valuable collection of books already in hand, some of the leading papers and magazines are kept on file, and the appointments of this library are so attractive as to stimulate a taste for wholesome reading.

### **Lectures.**

These constitute a very interesting and valuable feature of college life. Eminent speakers are engaged to address our students on social and literary topics during the year. The professors are frequently heard in "Thursday chapel talks," and in some of the departments the lecture constitutes a part of the regular class work.

### **Literary Societies.**

At Athens there are four literary societies organized under the laws of the University—the Athenian and Philomathean, for gentlemen; the Sapphonian and Knightonian, for ladies. Each has a separate hall for meeting, a large, active membership, and an appropriate library. Experience has demonstrated the value of these organizations in developing the literary taste, as well as ease and gracefulness of expression.

### **Laboratories.**

Mr. John W. Fisher, of the Board of Trustees, has recently made some valuable additions to the laboratory facilities, so that the institution is well equipped with

apparatus that will be under the expert charge of thoroughly qualified instructors.

For aid in the study of Natural History, an excellent collection of plants and animals has been provided.

In addition to a large number of minerals and fossils already arranged in the cabinet, a collection of minerals, ores and rocks has been received, a gift of the Smithsonian Institute, Washington, D. C. This is a valuable collection, containing one hundred and thirty representative specimens, and affords an excellent opportunity for practical study in geology and mineralogy.

### **Religious Culture.**

If other things are important, this is more so. In all our intercourse with students, both in the class room and out, it is our purpose to emphasize this fact. This institution is not sectarian, but it is decidedly Christian in practice and principle. Students are required to attend chapel each school day and church on Sabbath morning. We have an Epworth League, Y. M. C. A., and Y. W. C. A. With all these helpful influences we expect students who have spent some time with us to depart not only wiser but also better than when they came.

### **Government.**

[All regulations of the University relating to discipline will be in force during the intervals between the terms.]

The regulations of the University are few and simple, based upon the usages of Christian homes and refined society. They appeal to the student's honor and self-respect, insist upon regular habits, inculcate respect for law and order, and inspire a love for the gentler and unselfish qualities that characterize the true gentleman and refined lady. A faithful observance of the hours set apart for study, and regular and prompt attendance upon all classes, exercises

or other duties involved by the student's connection with the University, will be firmly insisted upon.

Students will be held responsible for damage done by them to any property of the University.

The association of ladies and gentlemen must be strictly in accordance with the regulations of the Faculty.

No meetings of students in the University buildings for the transaction of business, and no exercises whatever to which the public are admitted, whether by society or individual students, shall be held except with the consent of the Faculty previously obtained.

The regulations of the University are printed in detail, together with such information as may be of interest and benefit to new students, and may be obtained of any officer of the Faculty. It is desired that all students examine them carefully before matriculation, as all who become members of the school must agree to conform to them, and any one who persists in their violation, or who, in the judgment of the Faculty, exerts a bad influence in the school, will be dismissed without hesitation.

### **Expenses.**

The entire history of the University has been characterized by the efforts of its Trustees and Faculty to reduce the cost of a liberal education to such low figures that no student need be deterred on account of his financial condition. It is a source of great satisfaction that the efforts made in this direction have been successful, and that students in the humblest circumstances are here able to obtain a liberal education, and to prepare themselves for any of the practical and learned professions they may desire to pursue.

From the following table of expenses the actual outlay in any department at Athens may be readily computed:

Tuition in College of Liberal Arts, per term .....	\$10.00
Tuition in Preparatory Department .....	6.00
Ministerial Students, half the above rates.	
Tuition in Music, per term, two lessons per week....	10.00
Painting and Drawing, per term, twenty lessons ...	10.00
Bookkeeping, in class, per term .....	5.00
Elocution, in class, per term .....	5.00
Elocution, private instruction, per lesson .....	.60
Stenography and Typewriting, in class, per term ...	3.00
Stenography and Typewriting, private instruction, per lesson .....	.60
Use of Typewriter, per month (one practice period per day) .....	1.00
Penmanship, per term .....	3.00
Incidental fee, paid by all, per term .....	3.00
Students in Analytical Chemistry pay cost of mate- rial used, average per term .....	2.00
Use of Piano or Organ, per month .....	1.00
Room in Hatfield Hall (gentlemen), per term .....	1.50
Room for self-board, at Athens, with heavy furni- ture, per term, (with an additional charge of \$1.00 per term for use of cooking stove and utensils) .....	1.50
Students board themselves at a weekly expense of 75c to .....	1.00
Board and room in Bennett Hall, per week .....	3.00
Board and room in Blakeslee Hall, per week .....	3.25

*All charges for Tuition, Incidentals and Rents must be paid in advance, and no professor will receive a student into his class except upon the presentation of a ticket showing that a settlement has been made with the Treasurer of the Faculty. Any student who is permitted to take a college study will pay college tuition. (By order of the Board of Trustees, and will be rigidly enforced.)*

Tuition and Incidentals for less than one-half term:  
In the Preparatory Department, one dollar the week; in  
the Collegiate Department, one dollar and fifty cents the

week. No rebate will be given for absence during the last three weeks of any term.

Before permanent classification, each student entering the school for the first time must take preliminary examinations. Especial emphasis is placed on the thoroughness of the preparation in common English, and any candidate for matriculation who can not read and spell well is required to enter the classes where these subjects are taught. On the day of registration each teacher will be in his or her class room to render assistance to any pupil concerning the work of the term or year. After matriculation each student is regarded as a member of the school until excused by the Dean of the Faculty.

**COLLEGE OF LIBERAL ARTS.**  
**Courses of Study.**

	CLASSICAL,	PHILOSOPHICAL,	SCIENTIFIC
FIRST TERM . . .	{ De Senectute et De Amicitia 5 Herodotus 5 Higher Algebra 5 Civil Government 4	{ De Senectute et De Amicitia 5 German 5 Higher Algebra 5 Civil Government 4	{ De Senectute et De Amicitia 5 German 5 Higher Algebra 5 Civil Government 4
FRESHMAN YEAR . . .	{ Livy 5 Memorabilia and History of Grecian Literature 5 Higher Algebra 5 Zoology 5	{ Livy 5 German 5 Higher Algebra 5 Zoology 5	{ American Literature 5 German 5 Higher Algebra 5 Zoology 5
SECOND TERM . . .	{ Tacitus and History 5 Roman Literature 5 Plato 5 Botany 5	{ Tacitus and History 5 Roman Literature 5 German 5 Botany 5	{ American Literature 5 German 5 Botany 5
THIRD TERM . . .	{ Horace 3 Euripides 5 English History 5 Science of Rhetoric 5	{ Horace 3 French 5 English History 5 Science of Rhetoric 5	{ History of the English Language 3 French 5 English History 5 Science of Rhetoric 5
SOPHOMORE YEAR . . .	{ Horace 5 Demosthenes 5 Plane Trigonometry 5 Chemistry 5	{ Horace 5 French 5 Plane Trigonometry 5 Chemistry 5	{ Bookkeeping and Commercial Law 5 French 5 Plane Trigonometry 5 Chemistry 5
THIRD TERM . . .	{ Cicero on the Gods 3 Surveying 5 New Testament Greek 3 Chemistry 5	{ Cicero on the Gods 3 Surveying 5 Analytical Chemistry 3 Chemistry 5	{ German 5 Surveying 5 Analytical Chemistry 5 Chemistry 5

## COURSES OF STUDY—Continued.

	CLASSICAL	PHILOSOPHICAL	SCIENTIFIC
JUNIOR YEAR . . . . .	Seneca 3 Analytical Geometry 5 Physics 5 Art Criticism 5	Seneca 3 Analytical Geometry 5 Physics 5 Art Criticism 5	German 3 Analytical Geometry 5 Physics 5 Art Criticism 5
	Analytical Geometry 5 Physics 5 Political Economy 5 English Literature 5	Analytical Geometry 5 Physics 5 Political Economy 5 English Literature 5	Analytical Geometry 5 Physics 5 Political Economy 5 English Literature 5
	Calculus 5 Physics 5 Logic 5 English Literature 5	Calculus 5 Physics 5 Logic 5 English Literature 5	Calculus 5 Physics 5 Logic 5 English Literature 5
SENIOR YEAR . . . . .	Psychology 5 Economic-Social Science 5 Ethics 5 History of Civilization 5	Psychology 5 Economic-Social Science 5 Ethics 5 History of Civilization 5	Psychology 5 Economic-Social Science 5 Ethics 5 History of Civilization 5
	Psychology 5 International Law 5 Astronomy 5 Theory of Morals 5	Psychology 5 International Law 5 Astronomy 5 Theory of Morals 5	Psychology 5 International Law 5 Astronomy 5 Theory of Morals 5
	History of Philosophy 5 Evidences of Christianity 5 Geology 5	History of Philosophy 5 Evidences of Christianity 5 Geology 5	History of Philosophy 5 Evidences of Christianity 5 Geology 5

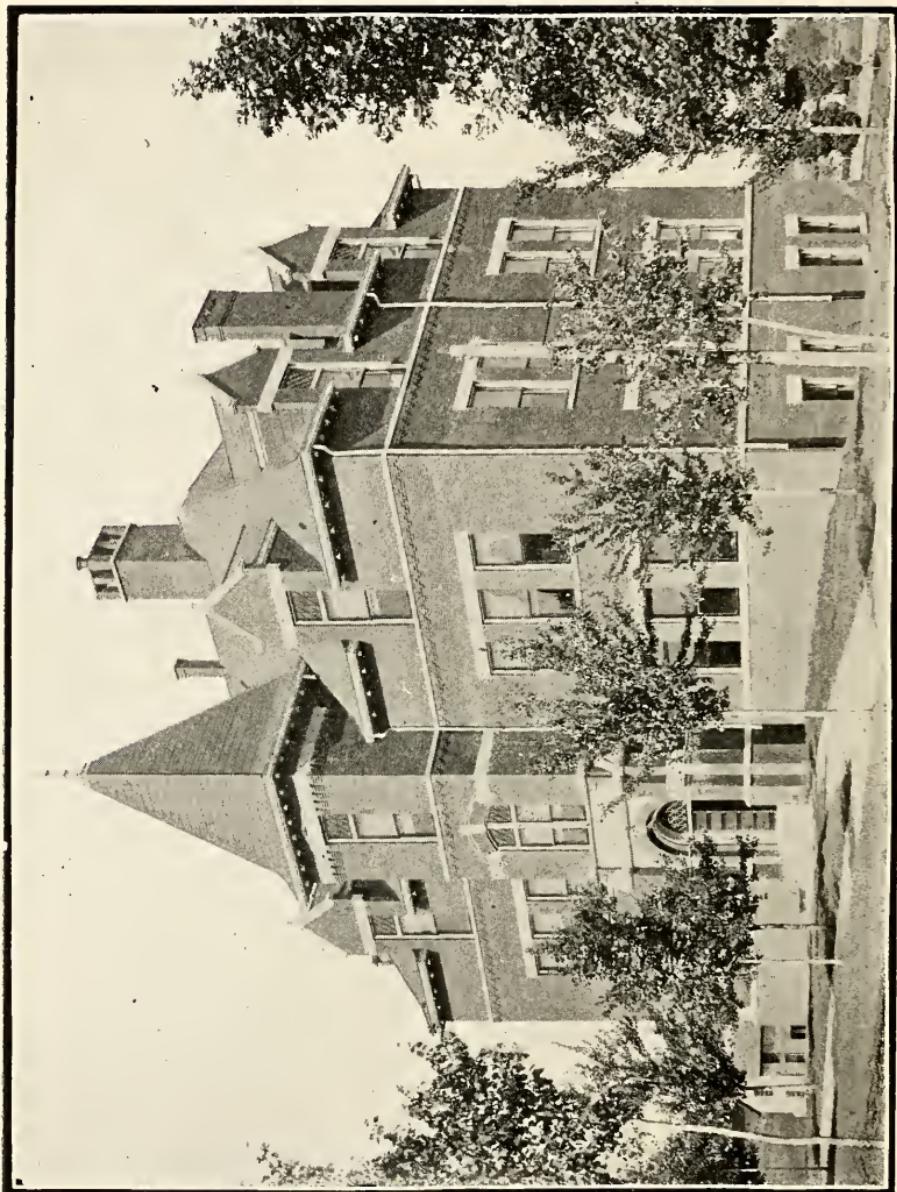
Note—Figures indicate the number of recitations per week.

**COLLEGIATE PREPARATORY.**  
**Courses of Study.**

The work of the First Year includes the Completion of Common English.

	CLASSICAL	PHILOSOPHICAL	SCIENTIFIC
SECOND YEAR .....	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <p>{ Beginning Latin Advanced English Physical Geography Algebra</p> </div> <div style="flex: 1;"> <p>{ Caesar and Latin Prose English Language Beginning Greek General History</p> </div> <div style="flex: 1;"> <p>{ Caesar and Latin Prose English Language Beginning Greek General History</p> </div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <p>{ Beginning Latin Physiology Advanced English Algebra</p> </div> <div style="flex: 1;"> <p>{ Caesar and Latin Prose English Language Chemistry—Elements General History</p> </div> <div style="flex: 1;"> <p>{ Caesar and Latin Prose English Language Physics—Elements General History</p> </div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <p>{ Beginning Latin Advanced English Physiology Algebra</p> </div> <div style="flex: 1;"> <p>{ Caesar and Latin Prose English Language Chemistry—Elements General History</p> </div> <div style="flex: 1;"> <p>{ Caesar and Latin Prose English Language Physics—Elements General History</p> </div> </div>
THIRD YEAR .....	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <p>{ Beginning Latin Prose English Language Beginning Greek General History</p> </div> <div style="flex: 1;"> <p>{ Caesar and Latin Prose Xenophon's Anabasis English Language General History</p> </div> <div style="flex: 1;"> <p>{ Caesar and Latin Prose Xenophon's Anabasis English Language General History</p> </div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <p>{ Beginning Latin Physics—Elements General History</p> </div> <div style="flex: 1;"> <p>{ Caesar and Latin Prose English Language General History</p> </div> <div style="flex: 1;"> <p>{ Caesar and Latin Prose English Language General History</p> </div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <p>{ Beginning Latin Physics—Elements General History</p> </div> <div style="flex: 1;"> <p>{ Caesar and Latin Prose English Language General History</p> </div> <div style="flex: 1;"> <p>{ Caesar and Latin Prose English Language General History</p> </div> </div>
FOURTH YEAR .....	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <p>{ Virgil's Aeneid Plane Geometry Xenophon's Anabasis and Homer's Iliad Old Testament History</p> </div> <div style="flex: 1;"> <p>{ Virgil's Aeneid Homer's Iliad Solid Geometry New Testament History</p> </div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <p>{ Virgil's Aeneid Plane Geometry German Old Testament History</p> </div> <div style="flex: 1;"> <p>{ Virgil's Aeneid German Solid Geometry New Testament History</p> </div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <p>{ Virgil's Aeneid Plane Geometry German Old Testament History</p> </div> <div style="flex: 1;"> <p>{ Virgil's Aeneid German Solid Geometry New Testament History</p> </div> </div>





BANFIELD HALL OF SCIENCE

## **NORMAL COURSE.**

The following course of study is designed to prepare students for teaching in the public schools. It will be found on comparison to be equal, and even superior, to the courses of many "Normal Colleges."

A certificate will be given on its completion entitling the holder to the favorable recognition of public school boards.

### **First Year.**

#### *First Term*

- Arithmetic
- English Grammar
- Geography
- U. S. History

#### *Second Term*

- Algebra
- Advanced English
- Physiology
- Beginning Latin

#### *Third Term*

- Arithmetic
- English Grammar
- Geography
- History of Tennessee

### **Second Year.**

- Algebra
- Advanced English
- Physical Geography
- Beginning Latin

#### *First Term*

- Algebra
- English Classics
- General History
- Caesar and Latin Prose

- Algebra
- Advanced English
- Natural History
- Beginning Latin

### **Third Year.**

- Elementary Chemistry
- English Classics
- General History
- Caesar and Latin Prose

- Natural Philosophy
- English Classics
- General History
- Caesar and Latin Prose

### **Fourth Year.**

- Plane Geometry
- Civil Government
- Geology of Tennessee
- Original Essays
- Pedagogy

- Agricultural and School Law
- New Testament History
- History of Education
- Original Essays
- Education as a Science

## **DEPARTMENTS OF INSTRUCTION.**

**Athens, Tenn.**

### **LATIN.**

#### **Preparatory.**

One year is devoted to First Latin, Collar and Daniel's text book is used. The Roman method of pronunciation is taught. Especial care is taken to lay the foundation very thoroughly.

Following this, one year is given to the study of Caesar. The first four books of the Gallie war are translated with constant reference to the principles of syntax based on Allen and Greenough's grammar. Prose composition is carried through the year as a collateral study.

During the next preparatory year the same careful study of syntax is continued in connection with the reading of Cieero's Orations and Virgil's Aeneid. Emphasis is also laid on the study of Latin Prosody. Exercises in sight reading are freely given.

#### **Collegiate.**

During the first term of the Freshman year Cicero's De Senectute et De Amicitia is read. The student at this stage is expected to have attained good working knowledge of the language. Livy is read during the second term, and the Germania and Agricola of Tacitus during the third term of the Freshman year. In connection with this work, a course of lectures is delivered on Roman literature.

During the first two terms of the Sophomore year we read selections from Horace, including his Odes, Epodes, Satires, and Art of Poetry.

This is followed in the Spring term by Cicero's De Natura Deorum.

During the first term of Junior year we read one of Seneca's essays, *De Providentia*. This, together with a thorough review of grammar, completes the work in Latin.

## **GREEK.**

### **Preparatory.**

1. White's First Greek, two terms.
2. Xenophon's *Anabasis*, the first four books, two and one-half terms.
3. Homer's *Iliad*, the first three books, one term and one-half.
4. Mythology and Greek Composition in connection with the *Anabasis*.

### **Collegiate.**

1. Herodotus. Selections from books VI and VII.
2. Xenophon's *Memorabilia*.
3. Plato's *Apology*.
4. Euripides—*Medea*.
5. Demosthenes—*Oration on the Crown*.
6. New Testament Greek—*Acts of the Apostles*. In connection with the *Memorabilia* a course of lectures on Greek Literature is given. Supplementary lectures are also given on the Life of Paul in connection with New Testament Greek.

## **Mathematics.**

The aim of instruction offered in this department is to develop certain powers and habits needed by every true student and good citizen. Great and constant attention is given to cultivate observation, imagination, reflection, reasoning, accuracy of thought and clearness of expression. The ends of teaching in this branch are knowledge and power—the knowledge of facts in their relation to each

other, to the business world and to the material universe, the power of sustained, exact and independent reasoning, the every day logic of Mathematics in applying theory to the solution of practical problems.

The required work in Mathematics is given in the following statements, which may be changed whenever the teacher thinks it best.

### **Collegiate Preparatory.**

**Arithmetic**, mental and written, is taught throughout the subject, and special emphasis is given to the metric system, longitude and time, mensuration of surfaces and solids, capacity of vessels, oral analysis and solution of problems. The student must show a reasonable rapidity and accuracy in work involving percentage, proportion, involution, evolution. Practice also will be given in the investigation and analysis of sight problems.

**Algebra.** The fundamentals are taught by aid of one of the best modern texts on the subject. Students are drilled on the interpretation of Algebraic expressions and the reading at sight of indicated results. Special attention is directed to factoring, highest common factor, lowest common multiple, fractions, theory of exponents, radicals, quadratic equations, proportion, progressions, logarithms, binomial theorem, variation, undetermined coefficients. Algebra is a kind of universal arithmetic whose processes often depend upon the equation—the tool of the mathematician—upon which much study will be bestowed.

**Plane and Solid Geometry.** Two terms of the fourth preparatory year are given to Plane Geometry and one term to Solid Geometry. Time is applied not only in learning and reproducing demonstrations given by others, but special importance is attached to the development of independent thought in the student and his ability to produce original demonstrations and solutions of sight exercises.

**Collegiate—Algebra**—In the Freshman year the fundamentals are reviewed and advanced work taken up in quadratics, variations, proportion, arithmetic, geometric and harmonic series, theory of limits, inequalities, convergency and divergency series, permutations, combinations, indeterminate forms, binomial formula, exponential equations, undetermined coefficients, partial fractions, theory of equations.

**Trigonometry**—In the Sophomore year Plane and Analytic Trigonometry are taught, attention being given to measurement of angles, trigonometric functions of any angle and of several angles, relations between functions of one angle and of two or more angles, solution of trigonometric equations, the theory and solution of triangles, the determination of heights and distances of objects which can not be actually measured.

**Surveying** is also taught in the Sophomore year, including adjustment and use of instruments, survey of public lands, variation of the needle, field operations, computation of areas, laying out and dividing land, and the elements of leveling and grades.

**Analytic Geometry**—In the Junior year, two terms of daily recitation are given to Plane Analytic Geometry, considering algebraic and trigonometric conceptions and formulas, the co-ordinate systems, the locus of an equation, the equation of a locus, transformation of co-ordinates, the straight line, the circle, the parabola, the ellipse, the hyperbola, the production of formulas and solution of examples relating to the conic sections, a few higher plane curves.

**Calculus** differential and integral, is taught during two terms.

### Philosophy.

**History of Philosophy** is taught five hours a week during the third term of the Senior year. The attention

of the student is directed mainly to the leading principles of ancient and modern Philosophy, only brief reference being made to that of mediaeval times.

Schwegler's text, translated by Seelye, is used.

**Psychology**—Five hours per week during the first term of the Senior year is devoted to the study of the nature and development of the intellectual faculties, and five hours per week during the second term to the discussions of the sensibilities and the will. "Outline of Psychology," by James Sully, is used as text.

**Evidences** of the Divine origin of Christianity is studied during the first eight weeks of the third term of the Senior year. This subject is taught by text book and lectures. "Fisher's Manual of Christian Evidences" is used as an outline.

**Ethics and the Theory of Morals** are pursued together during the first and second terms of the Senior year. "Principles of Ethics" by Bordon P. Bowne, is used as a text.

**Logic**—Five hours per week during the third term of the Junior year is devoted to the study of this subject. "An Introductory Logic," by James Edwin Creighton, is used.

**Aesthetics**—In this department the aim is to aid the student in securing some idea of the nature of beauty that he may be able to recognize and appreciate the truly beautiful, both in nature and in art. The chief characteristics, their relation and interdependence, of Architecture, Sculpture, Painting and Music are noted and discussed. "The Philosophy of the Beautiful," Part II, by Knight, is the guide.

#### Political and Social Science.

**Economics**—During the second term of the Junior year five hours per week are devoted to this study. The

student is urged to consult various recent works on these important practical questions and so to study them as to free himself from a narrow or one sided view of the subject.

**International Law**—This subject is pursued by the Senior class during the winter term. Woolsey's text, latest edition, is required to be thoroughly mastered.

**Sociology**—Five hours per week during the first term of the Senior year is given to the discussion of this subject. "Introduction to Sociology" by Arthur Fairbanks is used as a guide, but various other texts are freely used, the object being to acquaint the student as far as possible with this many sided and as yet vaguely bounded field of investigation.

### Physics—Chemistry.

**Physics**—First term, five hours. Principles of Physics; motion, Molar dynamics, force, fluids, sound. Written exercises throughout the year. Second term, five hours. Molecular dynamics; heat, steam engine. Ether dynamics; light, color, optical instruments. Third term, five hours. Ether dynamics; electrification, batteries, electrical quantities, the dynamics, modern applications of electricity.

**Astronomy**—Second term, five hours. Descriptive Astronomy. Doctrine of the sphere, determination of latitude and longitude, determination of periods and distances, eclipses, celestial mechanics. Written exercises, individual observations.

**Geology**—Third term, five hours. Structural Geology; elements and minerals of the earth's crust, origin and structure of the rocks. Dynamic Geology; weathering and erosion, glaciers, volcanoes, ore deposits. Stratigraphic Geology; uses of fossils, geological time scale;

early geography of the United States. Written exercises. Field work.

**Botany**—Second term, two hours. Environment of plants. Histology; the cell, tissues, structure, with microscopic examinations. Third term, three hours. The plant; roots, stems, leaves, comparative study of seeds and fruits, germination, cryptogams. Plant analysis with preparation of specimens for the Herbarium.

**Zoology**—Second term, three hours. General structure and development of animals. Animal relations. Systematic study of invertebrates. Third term, two hours. Study of vertebrates, comparative anatomy, reproduction. Preparation of specimens.

**Chemistry**—First term, five hours. Descriptive Chemistry; laws, nonmetals, written exercises, experiments.

Second term, five hours. Descriptive Chemistry continued; metals, chemical compounds, original Chemistry; written exercises, experiments.

Third term, five hours. Quantitative Analysis; lectures and individual laboratory work.

### **History.**

The importance of a thorough knowledge of history is receiving more and more emphasis in all institutions of learning.

In the third preparatory year Myer's General History is used as a text-book, and it is expected that all who take this study will have finished United States History. General History continues through the year, and it is expected that the text-book will be supplemented by outside reading. Papers on various historical characters and events will also be required. In the fourth preparatory year two terms are given to Old Testament and New Testament History.

In the Freshman year European History is taken up, both Mediaeval and Modern.

While a text-book will be used as a basis, the recitations will be largely in the form of lectures, discussions, and the reading of papers on historical topics previously assigned to the student by the instructors.

In the reading of the classical authors the histories of Greece and Rome are taught, both in connection with the recitations and by special lectures.

### **German.**

In the department of Modern Languages three courses in German and two in French are offered. The last course in each is changed from year to year which makes it possible for a student to secure an additional year's work in each language.

All students in the Philosophical and Scientific courses are required to take German and French, and either is offered as an elective to students in the classical course.

**German**—First term—Harris's German Lessons.

Second Term—Easy reading and German Composition.

Third term—Storm's Immense, Hillern's Hoher, also Die Kirche and German Composition.

Second Year—Schiller's Wilhelm Tell, Jungfrau von Orleans, Die Journalisten, grammar and composition.

Third Year—Goethe's Herman and Dorethea; Schiller's Mary Stuart, Lessing's Minna von Barnhelm, or Schiller's Wallenstein's Tod. Or selected Lyrics and composition.

### **French.**

First term—Elementary French Grammar and easy reading.

Second term—Enault's *Le Chien du Capitaine* and French composition.

Third term—Alfred de Vigry's *La Canne de jone*, or Dumas' *La Tulipe Noire* (*Fountaine*) grammar and composition.

**The Second Year's Course.** Outline of French Literature and composition. Selection from the works of Racine, Hugo, Corneille, Moliere and George Sand.

If desired Spanish may be substituted for French.

### English.

The importance to the student of acquiring the ability to use his mother tongue clearly, correctly and forcibly can hardly be overestimated. Clear, correct expression and clear, correct thought are of necessity very closely related, and the object of all school work is the perfecting of the student's power in these two directions. Here, as well as in all other schools, we have to meet the difficulty arising from loose, careless expression on the part of many students. That this faulty expression may be eradicated, and a real mastery of language gained, long-continued and painstaking care is necessary. To obtain the best results, all teachers work for this end and every recitation is made a reiteration in English, for there are so many outside influences of opposite tendency that only by unremitting effort can this work be accomplished.

The preparatory course in English includes the study of Grammar one year, of English Composition one term, and of Rhetoric one year, before the English classics, now commonly required for admission to college, are read. In these studies the usual work is done. Attention is paid to the study of capitalization and punctuation, correct forms and construction, the choice of words best fitted to the expression of the idea, sentence and paragraph structure, figures of speech, letter writing and the different kinds of

composition. Much practice is given in writing, and mistakes are corrected in both oral and written work. The object of this work is to train the student to a correct and ready use of English, to the acquisition of a good vocabulary, and the cultivation of the ability to enter upon the appreciative study of the master-pieces in our language.

### **Advanced English.**

The aim of the course in advanced English is to give the student a comprehensive view of literature and its historical relation to the cultivation and appreciation of literary form and thought. Emphasis is given to the different kinds of literature—Objective and Subjective, and to the Dramatic and Critical study of numerous literary productions, typical of these various divisions.

Character sketches and criticisms are required of all the students that they may acquire ease and readiness of expression.

### **College Entrance Requirements in English**

Are now practically uniform throughout the United States. The kind of preparation required has been agreed upon by the Joint Conference of Colleges and Secondary Schools. The following books are for general reading and composition work during 1905-7: Addison and Steele's Sir Roger de Coverly Papers; Coleridge's Ancient Mariner; George Eliot's Silas Marner; Scott's Ivanhoe; Shakespeare's Merchant of Venice; Carlyle's Essay on Burns; Scott's Lady of the Lake; Tennyson's The Princess; Irving's Oliver Goldsmith.

The student will be required to present evidence of a general knowledge of the subject matter, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of the several topics to be chosen by the student from a considerable number—perhaps ten or fifteen—

set before him in the examination paper. The treatment of these topics is designed to test the student's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books.

In addition to the above, the following works must be carefully studied during 1905-7: Burke's Speech on Conciliation with America; Macaulay's Essay on Addison; Macaulay's Life of Samuel Johnson; Milton's L'Allegro, Il Penseroso, Comus, and Lycidas; Shakespeare's Julius Caesar.

The examination will be upon subject matter, form and structure. In addition the student may be required to answer questions involving the essentials of English Grammar, and on the leading facts in those periods of English literary history to which the prescribed books belong.

NOTE—No candidate will be admitted to college classes whose work is notably defective in English in point of spelling, punctuation, idiom, or division into paragraphs.

## MUSIC.

### Piano-Forte.

The ordinary course of study for the piano embraces the rudiments of music and harmony, the practice of scales, chords and arpeggio; Etudes by Duvernoy, Loeschhorn, Mason, Heller, Cramer, Moseheles and Clementi; the Sonata form of composition; Selections from Clementi, Haydn, Mozart, Beethoven, Mendelssohn, Schuman, Chopin, Liszt, Robenstein and distinguished modern composers.

The teacher's course is comprised in the above, with such variation as seems essential.

The amateur course for the piano provides for those who desire to become moderately good performers, but who can not afford the time necessary for a thorough course. These pupils are assisted to intelligent understanding of all the music submitted to them.

No inflexible course of study can be given, but a selection is followed conscientiously which seems best adapted to the pupil's ability and needs.

### Voice Study.

Teaches pure tone without force. The ear is taught to recognize true tone and the voice to be governed by that knowledge.

Inequalities of the voice (called registers) made even by proper practice.

Breaks in the voice made smooth by a graduated change in ascending the scale.

Solfeggio and vocalization. Songs are selected from oratorio, opera, and the best of modern composition. English, French and German are urged as advisable for the pupil's progress.

### Study of the Violin.

The course followed includes Hohmann's five books, Kayser's etudes, tone pictures for violin and piano, easy classics, duets and pieces adapted to pupil's ability. In the higher grades, Kreutzer's and Viotti's studies, De Beriot airs, etc.

The study of the violin is the most efficient preparation to the study of the piano, organ and singing, giving the pupil at an early stage more power of self-help.

To encourage violin study, classes will be organized at \$3 per month, and those studying the piano, or singing, are strongly advised to avail themselves of the advantage to be derived from these classes.

### Moffitt Music Club.

This club is named in honor of Miss Frances Cullen Moffitt, the efficient music teacher for the past four years. At present it has about thirty members. The club meets

twice each month. The program embraces musical selections, discussions, etc., and the members have found it to be a source of great profit.

### **Art.**

In this department will be taught Freehand Drawing, Designing, Modeling in Clay, Charcoal from the cast and still life, Oil and Water Color Painting, China Painting, and Firing, Indian Bead Work, Rafia Work, etc. The studio is equipped with a kiln for firing. Two lessons a week will be given, but students have the privilege of working in the studio two or more hours each day.

The institution is fortunate in securing the services of a lady for this department who has studied in one of the best art schools of Europe. Under her guidance, young ladies may acquire not only an accomplishment, but an attractive means of making a livelihood as well.

### **Elocution and Oratory.**

It is our purpose to teach elocution as an art, resting upon absolute laws of nature, explained and illustrated by exact rules of science, and to give a thorough and systematic training in all the principles upon which the art is based.

Each principle is presented as a vocal culture, then as an element of expression as found in nature. The voice is developed to produce the elements, the ear trained to detect them, and the mind educated to apply them in the delivery of all styles of composition.

Each member of the graduating class is required to give a programme of reading and recitations before an audience of invited guests. These are occasions of marked interest, the performers always being greeted by refined and cultivated audiences.

**Business.**

To meet the wants of those desiring to fit themselves for business life instruction is offered in Bookkeeping, Science of Accounts, Correspondence, Commercial Law, Legal and Business Forms, Banking, Business Practice, Stenography and Typewriting. Special attention will be given to preparing students to teach these branches in our public schools and academies.

## **ADDITIONAL ANNOUNCEMENTS.**

Realizing the importance of thorough and systematic preparation for higher studies and extended courses, the Trustees have arranged for concerted and harmonious action among the principal seminaries and academies that are tributary to the University, by the adoption of a uniform course of study leading to the Freshman class in the College of Liberal Arts at Athens, Tennessee.

Besides the Academic Department at Athens, the following schools are comprised in the association: Powell's Valley Academy, Well Spring, Tenn.; Wesleyan Academy, Chucky City, Tenn.; Roanoke Academy, Roanoke, Va.; Leicester Academy, Leicester, N. C.; Mt. Zion Academy, Mt. Zion, Ga.; Oakland Academy, Baileytown, Tenn.; Parrotsville Academy, Parrotsville, Tenn.; McLemoresville Academy, McLemoresville, Tenn.; Kingsley Academy, Bloomingdale, Tenn.; Mountain City Academy, Mountain City, Tenn.; Mallalieu Seminary, Kinsey, Ala.; Graham Academy, Smyrna, N. C.; Murphy Collegiate Institute, Sevierville, Tenn.; Fairview College, Trap Hill, N. C.; Demorest Academy, Demorest, Ga.; Edwards Academy, White Pine, Tenn.; Dupont Academy, Dupont, Ga.; Holston Academy, Summertown, Tenn.; Woodland Academy, Woodland, Miss.

In the Academic Department three preparatory courses of study are offered—Classical, Philosophical and Scientific—of four years each, leading to corresponding courses in the College of Liberal Arts. Even if only a limited time is available for attendance at school, it will be found preferable in most cases to take the regular work.

A select course may be pursued by all who desire, provided the work chosen meets the approval of the Faculty, and the hours of recitation do not conflict.

Reports of scholarship and deportment are made out for each student at the close of the term.

A diploma will be conferred by order of the Board of Trustees upon any student completing a prescribed academic course.

On presentation of such diploma, the student may enter the Freshman class without examination.

### **ELIZABETH RITTER HOME FOR YOUNG WOMEN.**

**Mrs. F. V. Chapman, Superintendent.**

Elizabeth Ritter Home is a Hall built for the accommodation of young ladies attending Grant University, and is located upon its campus. It is attractive and modern in all its appliances. The parlors, library, dining room, study room, sewing room and bed rooms are as beautiful as are to be found in any young ladies' school in the South.

#### **Location.**

The location is ideal; in the uplands, just at the base of the Tennessee Mountains. From the windows of the Home can be seen the mountains of three states. No more delightful place can be found for students who can not endure the rigors of a northern climate, but do require the tonic of the mountain air. It is not necessary to enumerate the advantages offered for literary work at Grant University. Its pupils are its best recommendation. Nowhere in the land is there a more devoted or self-sacrificing body of teachers; nowhere a more earnest and aspiring body of students. This is shown in class work, in enthusiastic literary societies, in Bible classes and in Epworth League work. Grant University is a Christian school under the supervision of the Methodist Episcopal Church.

#### **Under the Auspices of the Methodist Episcopal Church.**

The Methodism of the South may not be rich in this world's goods, but it has what is better by far, aspirations

for growth in every direction. Educated men and women will give the church position and influence for good. Education is necessary for individual success. In these days of applied sciences and complicated and delicate machinery, even the farmer and the artisan must be educated to be most successful in subduing nature to his service.

### **The Industrial Feature.**

Girls have the same aspirations, and the same right to the best opportunities, that boys have; but an education costs money, and a large proportion of earnest girls have not much money. It is to meet this difficulty and to give girls a chance equal to that of their brothers as well as to give approved training in domestic industries, that Elizabeth Ritter Home is conducted on the co-operative plan. The members of the household have their daily duties, which are so distributed and directed as not to interfere with the school work. In connection with these duties correct housekeeping and plain cooking are taught. An hour each day is given to plain sewing and dressmaking, under the direction of a thoroughly competent teacher, until a certificate of proficiency is secured. Instruction is also given in basket weaving. Each girl can put her time upon her own wardrobe if she wishes, so that she can be well dressed at the bare expense of material. The Taylor system of cutting and fitting is taught without extra charge.

### **The Reasonable Rates.**

The number in the Home is now so large that a limited number of girls, should their parents so request, can be excused from their share of domestic employments. To such the usual price of ten dollars per month for board and room, including bedding, heating and light, will be charged. To those taking their share in the domestic duties, averaging an hour per day, a reduction from this price will be allowed of three dollars per month.

This charge does not include tuition in Grant University, which is \$6.00 per term in the Preparatory Department, and \$10.00 in the college classes, half these rates being remitted to ministers' children and those preparing for missionary and deaconess work. Added to this is an incidental fee of \$3.00 per term for all pupils. For information in regard to tuition, and the arrangement of all bills for the same, application must be made to the University authorities.

### **Uniform Dress.**

At the request of many patrons of the schools and by the unanimous vote of the pupils, a uniform dress has been adopted for street and church. A sample of materials and directions for making will be sent to each pupil applying for them to the superintendent, Mrs. F. V. Chapman.

Should parents prefer, the goods will be furnished at wholesale prices to the pupils after they arrive at the school. The suits can then be made in the sewing room, under the direction of an experienced dress-maker, who is at the head of the sewing department, at no expense beyond that for material.

### **A Christian Home.**

Parents sending their daughters to Elizabeth Ritter Home are assured that they will be cared for, morally and physically, as they would be in their own homes. Applications are much more numerous than the house will accommodate, so that it will be well to apply early. Methodists will do well to consult their pastors as to the comparative merits of schools. When girls are in the formative period of life, it is very important that all the influences about them be favorable to culture and refinement, and that they receive a strong impulse to useful, unselfish and religious lives. Nowhere in the South are the best influences more potent in the formation of character than in Elizabeth Ritter Home at Grant University, Athens, Tennessee.

**Alumni Association.**

The Alumni Association was organized at Athens in June, 1871, by the first class graduated from the institution, known in that day as East Tennessee Wesleyan University, founded at Athens in 1867. Each year since 1871 the Association has held, during commencement week, a business meeting, and also provided for an evening of literary entertainment—usually an address by an alumnus. The address, in May, 1905, on "Building a Character," was delivered by Rev. Marshall M. Callen, D. D., class of '72, Kalamazoo, Mich.

Alumni are occupying positions of trust, honor and usefulness in nearly every state or territory in the Union, and also in Washington, D. C., Hawaiian Islands, China, and the Philippine Islands. Many of them have made generous gifts in support of the University at Athens which is doing an inestimable work for a most worthy and promising class of young people. It is hoped that those interested may continue to give, and that the assistance of many others may be obtained to carry on this great educational work.

**Officers of Association, 1905-1906.**

John W. Bayless .....	President.
Henry F. Ketron .....	Vice-President.
William Atlee Long .....	Secretary.
Hattie McMahon .....	Treasurer.

Address all communications to the President at Athens, Tennessee.





MRS. A. C. KNIGHT

### **Mrs. A. C. Knight.**

The picture which appears on the opposite page will be readily recognized by multitudes into whose hands this catalogue will fall. With a record of sixty-three years of active service in the educational work, Mrs. A. C. Knight is entitled to a place among the worthiest names in Methodism. For the past twenty-five years she has been professor of Modern Languages in Grant University at Athens. If ever a teacher's heart was in the work, this can be truly said of her. With such lofty ideals of her own, it was her greatest care to have her pupils strive toward the best. Her very life in our college community has been a blessing and an inspiration.

Because of physical infirmity she has decided to rest. Under the shadows of the elms and maples which beautify the campus at Athens, and at Bennett Hall, where she has long made her home, may she find the rest that will bring her to a complete restoration of health!

Her interest in the work of the institution will be as keen and active as ever. She knows, as we all know, that the one thing most needed now is an endowment. The happy suggestion has come from many sources that an appeal be made to her friends, North and South, for an endowment which shall stand as an induring monument to her memory. Great as has been her work in the past, this would come as a befitting climax. Some early responses will help to determine the result. Shall we do it?

**STUDENTS.**  
**COLLEGE OF LIBERAL ARTS.**  
**Master of Arts.**

Andes, Prof. Ulysses S., '98 .....	Philippine Islands.
Hicks, Prof. C. Preston, '01 .....	Virginia.
West, Rev. Victor, '98 .....	Iowa.

**Seniors.**

Martin, Hugh A., Jonesboro, Tenn.	Smith, Foss, Cleveland, Tenn.
Osburn, Mabel Meredith, Athens, Tenn.	Wright, Margaret Haynes, Athens, Tenn.
Rogers, Christian E., Hixson, Tenn.	

**Juniors.**

Crabtree, Ellis E., Effna, Va.	Hampton, James H., Murphy, N. C.
Ferguson, Jessie M., Ft. Jefferson, Ohio.	Jarvis, J. Howard, Athens, Tenn.

**Sophomores.**

Rogers, Olin W., Ducktown, Tenn.	Williams, Walter F., Povo, Tenn.
Smith, Louise, Athens, Tenn.	

**Freshman.**

Allen, Helen Peck, Wolf Creek, Tenn.	Hunt, Charles H., Bristol, Tenn.
Amis, Ethel, Athens, Tenn.	Ketron, Lloyd W., White Pine, Tenn.
Amis, A. Frank, Athens, Tenn.	Mahoney, Karl, Limestone, Tenn.
Baker, Arthur, Fall Branch, Tenn.	Martin, Sidney B., Jonesboro, Tenn.
Beene, John S., Graysville, Tenn.	Matney, Flora May, Clyde, N. C.
Bumgarner, John L. A., Miller's Creek, N. C.	McCarty, Wilford C., Allegheny, Pa.
Bumgarner, Millard F., Miller's Creek, N. C.	Otwell, Thomas H., Haleysville, Ala.
Cass, Charles M., Bristol, Tenn.	Rogers, Daniel T., Hixson, Tenn.
Gettys, Elizabeth, Athens, Tenn.	Seymour, H. Atlee, Cleveland, Tenn.
Grant, Dena, Athens, Tenn.	Southard, Ethel, Athens, Tenn.
Hillis, John M., Frankfort, Ind.	Sutton, Wallace W., Green Bank, W. Va.
	Webb, Ruth, Newport, Tenn.

**College Special.**

Henderson, R. Linn, Athens, Tenn.

**PREPARATORY.**

**Fourth Year.**

Goddard, Alvin C., Maryville, Tenn.	Nankivelle, Annie L., Athens, Tenn.
Knox, Murtie A., Grady, Tenn.	Owen, Joseph P., Grove Oak, Ala.
Matney, Mary Annis, Clyde, N. C.	Stephens, Milton, Sink, Tenn.
McCarron, Muza I., Athens, Tenn.	Wattenbarger, Elbert, Athens, Tenn.
Nankivelle, W. Boyd, Athens, Tenn.	

**Third Year.**

Amis, Joyce, Athens, Tenn.  
 Bishop, Elizabeth, Lodi, Va.  
 Carpenter, Allie, Montezuma, N. C.  
 Coleman, James C., Cynthiana, Ky.  
 Cooke, James F., Athens, Tenn.  
 Dellinger, Raymond P., Altamont, N. C.  
 Ellis, Marie E., Athens, Tenn.  
 Felty, Neta Ella, Wytheville, Va.  
 Fleeman, Callie E., Brick Mill, Tenn.  
 Garber, Agnes L., Avondale, Tenn.  
 Gerren, John M., Whitwell, Tenn.  
 Gilbert, Philip B., Portersville, Ala.  
 Haun, Alma Beatrice, Whitesburg, Tenn.  
 Heasty, Charles F., St. Elmo, Tenn.  
 Heasty, Walter, St. Elmo, Tenn.  
 Keith, Marshall J., Athens, Tenn.  
 Knox, Lillie Eleanor, Grady, Tenn.  
 Maltsberger, Bertha E., Chucky, Tenn.  
 Matney, Lillian, Clyde, N. C.  
 Mayfield, Sarah Edna, Athens, Tenn.  
 McCullough, Cordova, White Horn, Tenn.  
 Millard, Richard M., Riceville, Tenn.  
 Milligan, Mayme H., Belltown, Tenn.

Moore, Mae Etta, Anadarko, Okla.  
 Perry, Ralph C., Chattanooga, Tenn.  
 Powers, Ross Mike, Jacksboro, Tenn.  
 Ray, John, Riceville, N. C.  
 Rider, Margaret E., Athens, Tenn.  
 Rider, Bess Lenoir, Athens, Tenn.  
 Rogers, Gertie A., Hixson, Tenn.  
 Ryan, Viola A., Grove Oak, Ala.  
 Ryan, Victoria, Grove Oak, Ala.  
 Samsel, Ruth S., Tate Springs, Tenn.  
 Stansell, Kearney B., Grove Oak, Ala.  
 Steadman, Nathan, Fall Branch, Tenn.  
 Stone, Addie A., Athens, Tenn.  
 Street, Robert B., Linville Falls, N. C.  
 Tucker, Grace M., Newport, Tenn.  
 Wattles, Birdie, Athens, Tenn.  
 West, William E., Canton, N. C.  
 Westbrook, Thomas C., Watson, Ga.  
 Westbrook, Clara, Watson, Ga.  
 White, Alvin F., Chestnut Mound, Tenn.  
 Wills, C. Oscar, Mountain City, Tenn.  
 Ziegler, Ethel, Burrville, Tenn.

**Second Year.**

Alexander, Effie A., Philadelphia, Tenn.  
 Angel, Lulu G., Daisy, Tenn.  
 Arnwine, Henry M., Athens, Tenn.  
 Bayless, Karl B., Athens, Tenn.  
 Beaman, William, Tray, N. C.  
 Billingsley, Frederick J., Victoria, Tenn.  
 Bodenhamer, Elizabeth B., Winston-Salem,  
     N. C.  
 Brown, John Wesley, Boaz, Ala.  
 Bryson, John D., Huling, Tenn.  
 Bullis, Lonnie M., Miller's Creek, N. C.  
 Bumgarner, Elizabeth, Miller's Creek,  
     N. C.  
 Calhoun, Daniel, Chestna Mills, Tenn.  
 Carey, Frank H., Jonesboro, Tenn.  
 Carpenter, Mary, Athens, Tenn.  
 Carson, Anna Belle, Knoxville, Tenn.  
 Cartland, J. Herbert, Athens, Tenn.  
 Chambers, Nina M., Cleveland, Tenn.  
 Chandler, Corinne Lee, Jellico, Tenn.  
 Chadoin, Herschel, Sequatchie, Tenn.  
 Childress, Nora May, Athens, Tenn.  
 Clark, Adah G., Clyde, N. C.  
 Cox, Finley A., San Antonio, Texas.  
 Cravey, Carroll L., Athens, Tenn.

Davis, Roscoe H., Street, Ala.  
 Davis, Beatrice O., Decatur, Tenn.  
 Dean, Anna W., Trader's Hill, Ga.  
 Dennis, Arlindo B., Uwharrie, N. C.  
 Dickey, Mattie, Mineral Bluff, Ga.  
 Earnhardt, Jacob T., Misenheimer, N. C.  
 Ellis, Maynard, Athens, Tenn.  
 Ellis, Joseph W., Church Hill, Tenn.  
 Evans, Oscar, Dyersburg, Tenn.  
 Ferguson, Lillian C., Spring Creek, N. C.  
 Finley, Cornelius E., Lawrenceburg, Tenn.  
 Fleeman, Angie E., Brick Mill, Tenn.  
 Franklin, Lillian, Altamont, N. C.  
 Furr, Carrie L., Jellico, Tenn.  
 Gilbert, Eugene A., Portersville, Ala.  
 Green, Grover C., Asheville, N. C.  
 Haney, David Roe, Riceville, Tenn.  
 Harbison, Isaac E., Benton, Tenn.  
 Harris, Frederick, Saginaw, N. C.  
 Henderson, Annie L., Athens, Tenn.  
 Henson, Matthias, Cowarts, N. C.  
 Hopper, Florence, Boaz, Ala.  
 Hornsby, Nena E., Athens, Tenn.  
 Hurxthal, Ferdinand T., Roncevert, W. Va.  
 Hutsell, Maude, Athens, Tenn.

- Johnston, Olen, Roy, Ga.  
 Johnston, Arthur R., Stamper, Tenn.  
 Kidd, Eunie Myrtle, Abner, Tenn.  
 Lee, Willis W., Dayton, Tenn.  
 Mahery, F. Owen, Athens, Tenn.  
 Martin, William, Jonesboro, Tenn.  
 Matney, Bessie E., Clyde, N. C.  
 Matthews, Lucile, Athens, Tenn.  
 McCarron, Mayme R., Athens, Tenn.  
 Melton, Lula, Riceville, Tenn.  
 Miller, George G., Atlanta, Ga.  
 Miller, Iona D., Atlanta, Ga.  
 Morris, Bonnie B., Mount Zion, Ga.  
 Moss, Evelyn, Gudger's Mill, N. C.  
 Nance, Mima, Tabor, Tenn.  
 Nunally, Robert A., Baxter, Tenn.  
 Owen, Wiley W., Grove Oak, Ala.  
 Pafford, Clarence F., Lawrenceburg, Tenn.  
 Patten, Harry W., South Pittsburg, Tenn.  
 Peck, Percy W., Hot Springs, N. C.  
 Pickelsimer, Jenevah, Brevard, N. C.  
 Powell, W. Adah, East Liverpool, Ohio.  
 Reynolds, Arthur P., Leicester, N. C.  
 Robinson, Alma O., Liberty, Tenn.  
 Rogers, Emma R., Hixson, Tenn.  
 Rogers, Erle N., Ducktown, Tenn.  
 Ryan, Sarah, Grove Oak, Ala.  
 Ryan, A. Parker, Grove Oak, Ala.  
 Ryan, A. Freeman, Grove Oak, Ala.  
 Safay, Julia, Jacksonville, Fla.  
 Schongghinges, Nannie, Tabor, Tenn.  
 Shanks, Robert R., Buffalo Valley, Tenn.  
 Smith, Mac S., Morristown, Tenn.  
 Smith, Arthur H., Athens, Tenn.  
 Smith, Emma M., Whitwell, Tenn.  
 Smith, Lena, Whitwell, Tenn.  
 Stansell, Lucretia G., Grove Oak, Ala.  
 Steele, William B., Ceres, Va.  
 St. John, Randolph, Hollow Springs, Tenn.  
 Strange, Luther, Knoxville, Tenn.  
 Tate, John K., Jasper, Tenn.  
 Taylor, Nell O., Athens, Tenn.  
 Wagoner, Henry C., Roan Mountain, Tenn.  
 Wagoner, Jacob W., Roan Mountain, Tenn.  
 Wagoner, Martha E., Roan Mountain, Tenn.

## First Year.

- Adams, Susan R., Cute, Tenn.  
 Baker, George T., Spencer, Ala.  
 Basham, Arch, Basham, Va.  
 Basham, Clyde, Basham, Va.  
 Basham, Roger, Basham, Va.  
 Bennett, Mae, Copper Hill, Tenn.  
 Berry, Jessie M., Limrock, Ala.  
 Blackwell, Edna, McFarland, Tenn.  
 Blackwell, Elizabeth, McFarland, Tenn.  
 Brannan, Leo, Greeneville, Tenn.  
 Braswell, Webster A., Montezuma, N. C.  
 Bruner, Ida Leona, Clinton, Tenn.  
 Bullis, Lewis F., Miller's Creek, N. C.  
 Bullis, Emily V., Miller's Creek, N. C.  
 Bumgarner, Charles S., Miller's Creek, N.C.  
 Buttram, Joseph, Oneida, Tenn.  
 Campbell, Nina, Telford, Tenn.  
 Christopher, John F., Canton, N. C.  
 Cooper, Anna Maud, Grady, Tenn.  
 Darling, Mary E., Utica, N. Y.  
 Dickey, Etta, Mineral Bluff, Ga.  
 Flint, Mary E., Chattanooga, Tenn.  
 Grant, Edward R., Athens, Tenn.  
 Hoback, James, Athens, Tenn.  
 Hyatt, Levada, Ducktown, Tenn.  
 Johnson, Manker, Suit, N. C.  
 Latham, Arthur, Trout, N. C.  
 Lynn, William, Athens, Tenn.  
 Martin, Ellen, Povo, Tenn.  
 McCloud, Bessie, Chicago, Ill.  
 McLin, Walter S., Tallahassee, Fla.  
 Moore, Mary, Athens, Tenn.  
 Moore, Josie, Athens, Tenn.  
 Parrott, Edgar, Igo, Tenn.  
 Perry, Myrtle I., Athens, Tenn.  
 Powell, Flora E., Trout, N. C.  
 Riddle, Margaret, Athens, Tenn.  
 Samsel, Minnie G., Tate Springs, Tenn.  
 Schougginges, Jennie, Tabor, Tenn.  
 Slagle, Howard, Ludville, Ga.  
 Slagle, Madge, Ludville, Ga.  
 Smith, Fred W., Morristown, Tenn.  
 Strange, Ethel M., Knoxville, Tenn.  
 Tidwell, Curtis, Spencer, Ala.  
 West, Richard I., Canton, N. C.  
 White, Rebecca, Walland, Tenn.

Williams, Howard J., Povo, Tenn.  
 Williams, Lois, Povo, Tenn.  
 Willis, Jennie, Greeneville, Tenn.

Witt, Jennie, McKelvia, Tenn.  
 Wright, Carrie, Waynesville, N. C.

## MUSIC DEPARTMENT.

### Piano.

Adams, Susan R., Cute, Tenn.  
 Amis, Joyce, Athens, Tenn.  
 Angel, Lulu G., Daisy, Tenn.  
 Bayless, Karl B., Athens, Tenn.  
 Bennett, Mae, Copper Hill, Tenn.  
 Burnett, Fannie, Athens, Tenn.  
 Campbell, Nina, Telford, Tenn.  
 Cass, Charles M., Bristol, Tenn.  
 Cooke, Frank, Athens, Tenn.  
 Cox, Finley A., San Antonio, Texas.  
 Cunningham, Margaret, Athens, Tenn.  
 Daniel, Willie, Athens, Tenn.  
 Davis, Lucy, Athens, Tenn.  
 Dobson, Margaret, Athens, Tenn.  
 Emerson, Bessie, Athens, Tenn.  
 Furr, Carrie L., Jellico, Tenn.  
 Garrison, Mary B., Athens, Tenn.  
 Goddard, Alvin C., Maryville, Tenn.  
 Grant, Dena, Athens, Tenn.  
 Haun, Beulah B., Whitesburg, Tenn.  
 Henderson, Anna L., Athens, Tenn.  
 Hewett, Georgia S., Hammond, La.  
 Hurxthal, Ferdinand, Roncevert, W. Va.  
 Isbell, Ella C., Madisonville, Tenn.  
 Ivins, Carrie, Athens, Tenn.  
 Keith, Louise, Athens, Tenn.

Kidd, Myrtle, Abner, Tenn.  
 Mahery, John, Athens, Tenn.  
 Malone, Clara L., Athens, Tenn.  
 Matlock, Juie, Athens, Tenn.  
 Matthews, Lucile, Athens, Tenn.  
 Mayfield, S. Edna, Athens, Tenn.  
 Miller, Ruth, Athens, Tenn.  
 Patterson, Edna, Athens, Tenn.  
 Pickelsimer, Jenevah, Brevard, N. C.  
 Powell, W. Ada, East Liverpool, Ohio.  
 Rider, Bess L., Athens, Tenn.  
 Rider, Margaret, Athens, Tenn.  
 Robinette, Faith, Athens, Tenn.  
 Rogers, Emma R., Hixson, Tenn.  
 Slagle, Madge, Ludville, Ga.  
 Smith, Lena, Whitwell, Tenn.  
 Smith, Emma M., Whitwell, Tenn.  
 Taylor, Mayme, Athens, Tenn.  
 Taylor, Nell O., Athens, Tenn.  
 Wagner, Ethel A., Mountain City, Tenn.  
 Wattles, Birdie, Athens, Tenn.  
 Webb, Ruth, Newport, Tenn.  
 Wheatly, Mabel, Lawrenceburg, Tenn.  
 Wilson, Florence, Mineral Bluff, Ga.  
 Wright, Mary Luter, Athens, Tenn.  
 Wright, Margaret Haynes, Athens, Tenn.

### Violin.

Hillis, John M., Frankfort, Ind.

### Guitar.

Ellis, Marie E., Athens, Tenn.  
 Ellis, Maynard, Athens, Tenn.  
 Hewett, Georgia S., Hammond, La.

Wagner, Ethel A., Mountain City, Tenn.  
 Wills, Dayton P., Mountain City, Tenn.

### Voice.

Campbell, Nina, Telford, Tenn.  
 Ketron, Lloyd W., White Pine, Tenn.  
 Mayfield, Edna, Athens, Tenn.

Rogers, Gertrude, Hixson, Tenn.  
 Taylor, Nell O., Athens, Tenn.

### Orchestra.

First Violins—Margaret Wright, John M. Hillis.  
 Second Violins—Willie Daniel, Ralph C. Perry.  
 Mandolins—Karl B. Bayless, Frank Hoback.

Guitars—Frances Gaston, Lloyd W. Ketron, H. Atlee Seymour.

Cornets—Hugh Hoback, William Hoback.

Organ—Birdie Wattles.

Piano—Frances C. Moffitt.

Drum—Charles Barr.

### University Double Quartette.

Soprano—Willie Daniel, Dena Grant.

Alto—Louise Smith, Ethel Southard.

Tenor—Ellis E. Crabtree, John M. Hillis.

Bass—Lloyd W. Ketron, Foss Smith.

### Elocution.

Allen, Helen P., Wolf Creek, Tenn.

Amis, Ethel, Athens, Tenn.

Amis, Joyce, Athens, Tenn.

Bayless, Karl B., Athens, Tenn.

Carson, Anna B., Knoxville, Tenn.

Henderson, Anna L., Athens, Tenn.

Hewett, Georgia S., Hammond, La.

Hillis, John M., Frankfort, Ind.

Hornsby, Nena E., Athens, Tenn.

Horton, Anna B., Athens, Tenn.

Hurxthal, Ferdinand, Ronceverte, W. Va.

Ketron, Lloyd W., White Pine, Tenn.

Marston, Margaret, Athens, Tenn.

Owen, Bessie, Athens, Tenn.

Patterson, Edna, Athens, Tenn.

Peck, Percy W., Hot Springs, N. C.

Smith, Louise, Athens, Tenn.

Southard, Ethel, Athens, Tenn.

### Industrial Department.

Alexander, Effie A., Philadelphia, Tenn.

Bennett, Mae, Copper Hill, Tenn.

Berry, Jessie M., Limrock, Ala.

Bishop, Bessie, Lodi, Va.

Blackwell, Elizabeth, McFarland, Tenn.

Blackwell, Edna, McFarland, Tenn.

Bodenhamer, Elizabeth B., Winston-Salem, N. C.

Brannan, Leo, Greeneville, Tenn.

Bruner, Ida L., Clinton, Tenn.

Bullis, Lonie M., Miller's Creek, N. C.

Bullis, Emily V., Miller's Creek, N. C.

Bumgarner, Elizabeth, Miller's Creek, N. C.

Carpenter, Allie, Montezuma, N. C.

Carpenter, Mary, Athens, Tenn.

Chambers, Nina, Cleveland, Tenn.

Clark, Adah G., Clyde, N. C.

Cooper, Maud, Grady, Tenn.

Crowder, Iris, Birmingham, Ala.

Darling, Mary E., Utica, N. Y.

Dean, Anna W., Trader's Hill, Ga.

Dickey, Mattie, Mineral Bluff, Ga.

Dickey, Etta, Mineral Bluff, Ga.

Felty, Neta F., Wytheville, Va.

Ferguson, Lillian C., Spring Creek, N. C.

Fleeman, Callie E., Brick Mill, Tenn.

Fleeman, Angie E., Brick Mill, Tenn.

Flint, Mary E., Chattanooga, Tenn.

Franklin, Lillian, Altamont, N. C.

Furr, Carrie L., Jellico, Tenn.

Garber, Agnes L., Avondale, Tenn.

Haun, Beulah B., Whitesburg, Tenn.

Haun, Alma B., Whitesburg, Tenn.

Hepper, Florence, Boaz, Ala.

Hyatt, Levada, Ducktown, Tenn.

Kidd, E. Myrtle, Abner, Tenn.

Maltsberger, Bertie E., Chucky, Tenn.

Martin, Ellen, Povo, Tenn.

Matney, Mary Annis, Clyde, N. C.

Matney, Bessie E., Clyde, N. C.

Matney, Lillian, Clyde, N. C.

Matney, Flora May, Clyde, N. C.

McCloud, Elizabeth, Chicago, Ill.

Melton, Lula, Riceville, Tenn.

Moore, Etta Mae, Anadarko, Okla.

Moore, Mary, Athens, Tenn.

Morris, Bonnie B., Mount Zion, Ga.

Moss, Evelyn, Gudger's Mill, N. C.

Nance, Mima, Tabor, Tenn.

Powell, Flora E., Trout, N. C.

Riddle, Margaret, Athens, Tenn.

Robinson, Alma O., Liberty, Tenn.

Rogers, Gertie A., Hixson, Tenn.

Rogers, Emma R., Hixson, Tenn.

Ryan, Sarah, Grove Oak, Ala.

Safay, Julia, Jacksonville, Fla.

Samsel, Ruth S., Tate Springs, Tenn.

Samsel, Minnie G., Tate Springs, Tenn.

Schonghinges, Nannie, Tabor, Tenn.

Schonghinges, Jennie, Tabor, Tenn.

Smith, Lena, Whitwell, Tenn.  
 Smith, Emma, Whitwell, Tenn.  
 Stansell, Kearney B., Grove Oak, Ala.  
 Stansell, Lucretia G., Grove Oak, Ala.  
 Strange, Ethel M., Knoxville, Tenn.  
 Wagner, Ethel A., Mountain City, Tenn.  
 Ward, Stella, Athens; Tenn.  
 Westbrook, Clara, Watson, Ga.  
 Wheatley, Edna M., Lawrenceburg, Tenn.

White, Rebecca, Walland, Tenn.  
 Willis, Jennie, Greeneville, Tenn.  
 Williams, Lois, Povo, Tenn.  
 Wilson, Florence, Mineral Bluff, Ga.  
 Witt, Jennie, McKelvia, Tenn.  
 Wright, Carrie, Waynesville, N. C.  
 Ziegler, May, Burrville, Tenn.  
 Ziegler, Ethel, Burrville, Tenn.

### Commercial Department.

Basham, Clyde, Basham, Va.  
 Basham, Arch, Basham, Va.  
 Billingsley, Frederick J., Victoria, Tenn.  
 Christopher, John F., Canton, N. C.  
 Cooke, James F., Athens, Tenn.  
 Cox, Finley A., San Antonio, Texas.  
 Crowder, Iris, Birmingham, Ala.  
 Dodson, Margaret, Athens, Tenn.  
 Ellis, Maynard, Athens, Tenn.  
 Furr, Carrie L., Jellico, Tenn.  
 Gilbert, Philip B., Portersville, Ala.

Harris, Roy R., Montezuma, N. C.  
 Hampton, James H., Murphy, N. C.  
 Henson, Matthias, Cowarts, N. C.  
 Hewett, Georgia S., Hammond, La.  
 Ketron, Pearne E., White Pine, Tenn.  
 Millard, Richard M., Riceville, Tenn.  
 Otwell, Thomas H., Haleysville, Ala.  
 Patton, Harry W., South Pittsburg, Tenn.  
 Robinson, Alma O., Liberty, Tenn.  
 Schonghinges, Nannie, Tabor, Tenn.  
 Seymour, H. Atlee, Cleveland, Tenn.

### SUMMARY OF STUDENTS AT ATHENS.

#### College of Liberal Arts.

Master of Arts .....	3
Seniors .....	5
Juniors .....	4
Sophomores .....	3
Freshman .....	23
Special .....	1— 36

#### Collegiate Preparatory.

Fourth year .....	9
Third year .....	45
Second year .....	103
First year .....	51—208
Music .....	65
Elocution .....	18
Industrial .....	76
Commercial .....	22
Counted twice .....	428
Total at Athens .....	145
	283

## **BACCALAUREATE SERMON**

**Delivered by**

**REV. WILLIAM F. WARREN, LL. D.,**

**Dean of the School of Theology, Boston University**

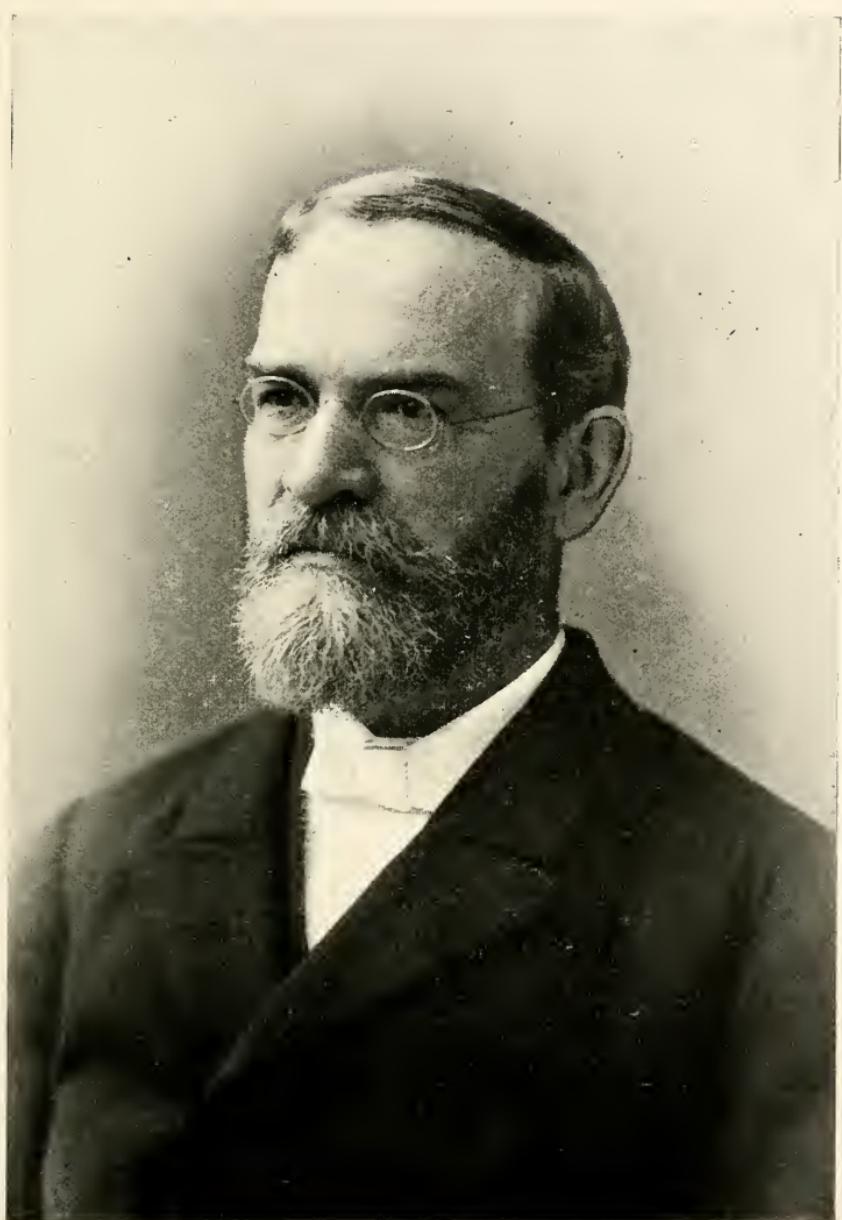
**In the University Chapel, Athens, Tenn.**

**May 14, 1905**

### **THE POWER THAT WORKETH IN US.**

Your prayerful attention is invited to a striking expression found in Paul's letter to the Ephesians, in the third chapter and twentieth verse: "The power that worketh in us."

One day as I was traveling by railway in France, I chanced to pass through the university town in which but a short time before Professor and Madame Curie had made their world-famous discoveries respecting radium. It chanced that a gentleman in our coupe had with him a tiny specimen of the newly discovered element. At his invitation we constructed with our two overcoats a kind of tent to serve as a camera obscura, under the roof of which our little party then had the pleasure of watching the radio-active process as the mysterious element gave off its quickly succeeding points of light in one incessant bombardment of the immensities in every direction from its centre. It was a spectacle before which my heart well nigh stood still in awe and wonder. It was as if I had violated the privae of nature's most secret laboratory, and had suddenly come upon one of the hidden inotors of the universe. In my amazement the question rose to my lips: "Whence, O ye thaumaturgic atoms, whence have ye this unwearying, wasteless, exhaustless energy?" Then from out the fathomless silence I seemed to hear the answer: "We can not tell. It is a power that worketh in us."



REV. WILLIAM F. WARREN, LL. D.



Last summer I was riding along a highway in the country. As I was looking up into the tall elms that overarched me, I remembered the day when years before I saw them planted as slender, almost branchless, saplings by the roadside. How wonderful seemed the change! Then rose a new question to my lips, and I said: "How is it, ye thaumaturgic trees, how is it that ye have been adding all these cubits to your stature? You have been doing what no man can do." The oracular answer quickly came, and it was this: "We have done nothing. A mysterious interior force takes up the soil beneath your feet, lifts it through liquid pipes yard above yard, and builds and builds our tops into the upper air. It is the power that worketh in us."

Today let us look for a little at the world of men. Here is the planet we occupy, a solid earth wrapt round with oceanic waters that seem immeasurable. But men are navigating the stormiest seas; they have actually weighed the earth; they are measuring the innumerable stars. A few geologic years ago not one representative of our human family was here. When the first of the kind appeared they seemed the least promising of all the animate tribes. They were at birth the weakest of all; they were the slowest of all in reaching individual maturity. Their chances for bare survival in the struggle for existence seemed the poorest of all. Despite this unpromising beginning, however, they have long since taken possession of one of the ripest worlds in the solar system, inclosed its every acre of land and water in a vast net of meridians and parallels from whose meshes it can nowhere escape. They have plucked from the clouds the thunderbolts and bid fair to be soon sending their wireless messages from planet to planet. Remembering the feebleness of our beginnings and contrasting with them our ever-growing approaches to world sovereignty, must we not join with the

radio-active elements, and with the towering elms, in the confession: "There is a power that worketh in us."

This thought that in each one of us there is at work a power distinguishable from ourselves, a power not our own, is one of the most startling imaginable. Our minds habitually think of themselves as capable of being acted upon only from points without. We hear continually about our environment, and about the potent, the well-nigh all-decisive, effect of the forces that act upon us from our environment. The idea that besides all these exterior forces, there is another, a force within, one central to our central self, yet not our own, is at first almost alarming. It seems as if it carried with it a betrayal of the inner citadel of our very personality. If a force not our own is at work at our very centre, and at the same time forces not our own are pressing in from without from every point in our environing sphere, what earthly chance have we to rise superior to alien forces, to triumph over predetermined influences, to give decisive effect to any noble spontaneous purpose? Indeed what are we but empty vortical atoms kept in existence simply by the equilibrium of forces that exactly counterpoise each other?

Startling, however, as the thought may be, alarming though it may seem, I think all truly thoughtful men sooner or later reach the conclusion that it is in strict accord with reality. In the realm of our bodily life there seems no possibility of doubting it. It was by no plan or effort of mine that my physical frame took on the form and features of a human being. Within my breast I find the central power-house of my physical life, but I am certain that it was not fitted up by me. In it a power not my own set in operation the throbbing dynamo of my heart. A power not my own determined its permissible rates of motion and pre-established its term of normal operation. Each one of us is an animated on-rushing automobile,

whose driving engine we have never seen, whose fuel-supply we have no means of estimating, and whose stop at the goal will not be at our personal word of command. Truly the pre-conditioning, the sustentation, and the abiding issues of our physical life, are not our own; they are from the power that worketh in us.

Not less evident is a similar working in our intellectual and moral life. The real originator of our spiritual faculties, the determiner of their actions and interactions, the author of the conditions of their sane and normal exercise, the giver of their possibilities of improvement and abuse, was in each case not ourselves. It must have been one whose being and whose agency antedates our own. And if a power capable of all this did all this for us in advance, it would be the height of unreason to imagine that his operations mysteriously ceased the moment our infant powers had once been set in motion. The very heathen never fell into so gross an error as that. You who have studied Plato and the great tragedians of pre-Christian ages know that even there men found within themselves illuminations, and quickenings, and uplifts, which they recognized as from some power other than their own, some power that was working in them. To Socrates, no less than to us, the voice of conscience was a divine voice. Centuries before the Christian era, law-givers like Hammurabi, and poets like Homer, felt spiritual impulsions which they could not believe were from themselves,—impulsions which led to deeds and words immortal. Surely none of us are willing to be more blind than the heathen of those distant ages. Surely, Epictetus and Plutarch, we will confess that there is within us a light not of our own kindling, a power not ourselves that makes for righteousness. Moreover, as Plato and Epictetus and Plutarch hesitated not to identify this personal interior worker with the invisible Sovereign of the universe,—the Creator and rightful Lord of all men—we too

will not hesitate to unite with them in the confession: "It is God that worketh in us both to will and to do of his own good pleasure."

A properly vivid realization of this inward working of the inner Worker is something wonderfully inspiring. Would that each one of us might possess it and possess it uninterruptedly! It affects one's total world-view. It communicates a courage and a confidence which nothing else can give. Whenever we fully possess it we can not doubt that despite all conflicts and set-backs and discomfitures, we are equipped for ultimate and certain victory. We clearly see that the power within is the ground and the governor of all the powers without; and consequently that all the impulses within us toward the harmony, order and perfection of our being have allies in the corresponding forces which are at work in the outer world,—forces evermore making for harmony and order and perfection in the broadest reaches of our total world-environment. We can not give way to weak despondencies and impotent despairs, for before our very eyes we note these adjusted and mated forces at work through all the longitudes of time and through all the latitudes of space,—working, working, forever working with wasteless energy for ends precisely answering to those for which the power within us is working. The vision lifts us at once above the gloom of our disappointments and the bitterness of our defeats; it causes us to cry out in sudden exultation, "If God be for us who can be against us!" It so identifies us with God's very life that we are ready to pray:

Breathe within our breathing, Thou;  
Beat within our pulses now;  
Conscience of our conscience be,  
Soul of souls eternally.

If any person now listening to me has never yet attended to this deepest and highest activity within him, I would ask, Why not? Why not?

Perhaps you say, "I have always had the idea that only deluded mystics, or at least, dreamy, mystically constituted persons, could have experiences such as the apostle, and even some lofty spirits among the heathen, have claimed to have. And really, is there not something bordering on the pathologic in all such experiences?"

In answer to your question I might cite you the language of Seneca, the Stoic, who certainly was far enough from being a mystic, or a dreamer; yet who says: "There is within us a holy spirit who treats us as we treat him." But you would prefer, perhaps, to hear a modern, a man of broad intelligence and ripe experience in the world. I will select you one. Shall he be a child of Greater Boston? Very good. Must he be an author known and honored wherever the literature of the English tongue is studied? Very good. Must he be versed in other great modern literatures? Yes, he shall be a man who for long years was a University Professor of two of them. Must he have abounding humor and great powers of burlesque? Be it so. He shall be one who holds a front rank among our greatest American satirists. Shall he have in him the fire of a political reformer? Quite right. He shall be the man who in the old anti-slavery times Edgar Allen Poe branded as the most fanatical of all the Abolitionists. Shall he yet have such cool and excellent judgment and such knowledge of men that he can be entrusted with a public office? O yes, he shall be a man of such eminent qualifications for public service that the whole American people were proud to see him, during more than one administration, serving as our ambassador and minister plenipotentiary at the Court of St. James. And now what does this scholar, this reformer, this wide-awake modern man of affairs say in response to your question? Turn to the closing lines of "*The Cathedral*," written by James Russell Lowell, and you have his answer. Speaking from the depths of his own experience he begins:

"O Power more near my life than life itself,  
Or what seems life to us in sense immersed."

This is the way in which he addresses the power that worketh in us. He represents this power as knowable intuitively, knowable by men. He claims for his own soul an inward surety of God's presence within him. More than this, he goes on to affirm that only through this personal divine Power within does his soul feel and self-realize herself. Surely if the author of the Biglow Papers, this many-sided ambassador at the Court of St. James can thus speak of the central realities of his own personal experience, you may well reconsider your notion that only mystics and dreamers and dupes of unregulated imagination ever persuade themselves that God is working within them. May it not turn out that you are the dreamer, and that this very notion of yours is part of a baseless dream?

Thus far I have spoken of certain analogies that warrant us in expecting to find a divine working within ourselves. Next, of the recognition of its existence by the more intelligent among heathen thinkers. Next, of the matchless inspiration and help of such a working when fully recognized by us. Next, of the sanity and wholesomeness of a life conscious of this inward working. Now, advancing a further step I come to a question which more than any other challenges our interest and our action. It is this: To what degree, if any, can we control, direct, or modify the working of this superhuman power that worketh in us? In answer to this question I must first of all say that according to the agreeing testimony of all witnesses, heathen or Christian, the interior divine working as a matter of fact antedates all expectation and seeking on the part of the human will. It is, therefore, in the first instance, not a divine response to some forth-putting of human energy that serves as a procuring cause. As the stars give illumination to the midnight landscape without being asked to do so, so over the night of our infant

souls there is shed from the beginning a heavenly illumination. Better than that, the source of this celestial light takes up his abode in the centre of our darkness and becomes the light that lighteth every man that cometh into the world.

So far, then, it is not ours to control the power that worketh in us. It is, however, ours to modify, and so far forth to control, this power in all further workings. These are psychologically conditioned on personal human response to personal divine solicitation. The unconditionally-given light is sufficient to reveal evidences of the presence of Him whom all responsive souls recognize as "The Great Companion." But it is in our power so to turn our eyes away from their evidences to things visible and tangible, and so to set our affections on our own selfish schemes and our own selfish selves as to have no place for thoughts of God, no capacity for affections such as are due toward Him. It is in this condition that the unmitigated worldling lives. In comparison with the man he might be, he is more to be pitied than the man who is blind of eye and utterly void of tactful sensibility. The visions he is missing surpass all that keenest eye has ever seen. The delights that he has forfeited are beyond all that bounding heart or tingling nerve has ever reported. Even the Brahmin and the Buddhist unite with the Christian in pronouncing such a man a spiritual bankrupt,—a being who has utterly missed his true life and all that ecstasy of conscious self-realization claimed by Russell Lowell and claimed by every soul conscious of its indwelling God.

(Then followed an earnest personal appeal to each member of the Graduating Class.)

**For Reference**

**Not to be taken from this room**